

## Year 1 Curriculum

In Year 1, our topics are:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
All About Us Seasons and Weather Christmas and Festivals	Fairytales Homes and Buildings	Plants and Food Toys Under the Sea

### In Year 1 we cover the following objectives:

#### Maths

Pupils will be taught to:

Number and place value

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words

Addition and subtraction

- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \square - 9$

## Multiplication and division

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

## Fractions

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

## Measurement

- compare, describe and solve practical problems for:
  - lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)
  - mass / weight (for example, heavy/light, heavier than, lighter than)
  - capacity and volume (full/empty, more than, less than, half, half full, quarter)
  - time (quicker, slower, earlier, later)
- measure and begin to record the following:
  - lengths and heights
  - mass/weight
  - capacity and volume
  - time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

## Geometry: properties of shapes

- recognise and name common 2-D and 3-D shapes, including:
  - 2-D shapes [for example, rectangles (including squares), circles and triangles]

- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
- describe position, direction and movement, including whole, half, quarter and three-quarter turns

## **English**

### **Reading**

Pupils will be taught to:

#### Comprehension

- re-read to self-correct if meaning is lost
- explain clearly their understanding of what is read to them
- identify the beginning, middle and end of stories and pattern in poetry
- identify how non-fiction texts are sequenced
- identify the meaning of vocabulary in context linking new meanings to those already know.
- identify typical phrases e.g. story openings and endings
- use different voices for characters when reading dialogue aloud
- use different voice pitch to indicate whether they are reading an exclamation or question
- observe the punctuation and uses this to aid understanding
- read age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation with around 90% accuracy
- connect what they read or hear to their own experiences
- retrieve key information from a text
- identify complete sentences
- understand that there is a range of non-fiction texts *e.g. different layouts for instructions, non-fiction books etc*
- explain their understanding of texts that are pitched beyond the level they can read independently
- ask questions to clarify
- know the voice telling the story is called the narrator

#### Word Reading

- apply phonics knowledge and skills as the route to decode words
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- re-read these books to build up their fluency and confidence in word reading

## Inference

- identify goals/motives of the main character on the basis of what they have said and done e.g. *'I think she wants her daddy to help her build a sandcastle'*
- predict events and endings on the basis of what has been read so far
- comment on things that interest them
- express preferences linked to own experiences e.g. *'I like going to the beach too'*
- with support, justify their views about texts they have had read to them e.g. uses the word 'because'

## Language for effect

- begin to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in non-fiction
- recognise patterns in texts, e.g. repeated phrases and refrains

## Themes and conventions

- identify simple and recurring literary language
- discuss the significance of the title and events

## **Writing**

### Sentence structure and punctuation

- compose sentences orally, saying out loud what they are going to write about
- leave spaces between words
- use simple sentences to recount own experiences in writing
- retain and transcribe own sentence a key phrase at a time, maintaining the sense most of the time
- re-read what they've written to check sense and attempts to edit for sense
- joins words and clauses using 'and'
- begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (*sentences with full stops accurately demarcated; sentences requiring a question or exclamation mark demarcated 50% of the time*)
- use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

## Text organisation

- plan or say out loud what they are going to write about, writing down ideas and or key words including new vocabulary
- re-tell/imitate/adapt familiar stories with events in sequence and includes some dialogue and formal story language
- plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story
- write narratives about personal experiences and those of others (real and fictional)
- plan and write narratives based on models provided, developing structure beyond simple beginning, middle and end
- describe characters and includes some dialogue
- write about real events
- assemble information on a subject and uses texts read as a template for writing, using language appropriate to the text type
- write simple information texts incorporating labelled pictures and diagrams
- create an alphabetically ordered text
- re-read to check that their writing makes sense and that tenses are consistent
- evaluate their writing with the teacher and other pupils
- proof read for errors in spelling, grammar and punctuation
- select appropriate words and phrases to describe details of first hand experiences and can justify their choices
- write poetry e.g. own calligrams (single word and shape poems)

## Handwriting

- form lower-case letters of the correct orientation and size relative to one another
- begin use some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters

## Spelling

- spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- *write more taught alternative graphemes for spelling phonemes for which one or more spellings are already known, and learns some words with each spelling*

- spell common exception words (according to programme used)
- spell more words with contracted forms where the apostrophe represents an omitted letter or letters
- use the possessive apostrophe (singular) *e.g. the girl's book*
- know the difference in meaning between taught homophones and near-homophones *e.g. there/their/they're , quite/quiet*
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in English Appendix1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
- know independently to use reading to check and support spelling
- begin to use simple dictionaries and, with support, thesauruses

## Science

Pupils will be taught to:

Working scientifically

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

Plants

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.
- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Animals Including Humans

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- explore using the senses of sight, hearing, smell, touch, and taste as appropriate, and make and record observations and measurements.
- know about the senses that enable humans and other animals to be aware of the world around them.
- understand that animals, including humans, use their senses.

### Plants and Animals

- To know the differences between things that are living and things that have never been alive.
- Use diagrams to sort living/non-living into groups.
- Everyday Materials
- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.
- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

### Seasonal Changes

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

### **Art and design**

Pupils will be taught to:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To use detail when drawing from memory and imagination.
- To draw real life areas and abstract.

- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To be introduced to several mediums and techniques and to choose an appropriate medium and technique to use for a desired outcome.
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

## PSHE and Citizenship

The National Curriculum PSHE & Citizenship guidelines are divided into five sections:

- Developing confidence and responsibility and making the most of their abilities.
- Preparing to play an active role as a citizen.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.
- Breadth of opportunities.
- PSHE and Citizenship at Birch Copse will also be taught through the use of the Social and Emotional Aspects of Learning (SEAL) materials. These materials provide important opportunities to enhance our school's PSHE and Citizenship provision as they were issued after the introduction of the National Curriculum. The objectives of these SEAL materials will be met through a whole school 'SEAL Day' at the start of each half term (see list below) and some of the PSHE and Citizenship objectives taken from the National Curriculum will also be covered during these days (see Key Stage tables). Specific PSHE and Citizenship objectives may also be covered through annual whole school 'Themed Days' e.g. 'Healthy Living Day'. At Birch Copse School our day to day classroom and whole school ethos also supports the coverage of PSHE and Citizenship objectives.

## SEAL Days

- SEAL Day 1- New Beginnings
- SEAL Day 2- Getting on and falling out/ Say no to bullying
- SEAL day 3- Going for goals!
- SEAL Day 4- Good to be me
- SEAL Day 5-Relationships
- SEAL Day 6- Changes

## Breadth of opportunities

- During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:

- take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well (SEAL Day 1)]
- feel positive about themselves [for example by having their achievements recognised and by being given positive feedback about themselves (SEAL Day 3 & 4)]
- take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from']
- make real choices [for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly]
- meet and talk with people [for example, with outside visitors such as religious leaders, police officers, the school nurse]
- develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task]
- consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues (SEAL Day 2)]
- ask for help [for example, from family and friends, midday supervisors, older pupils, the police].
- Pupils will be taught to:
  - Developing confidence and responsibility and making the most of their abilities
  - recognise what they like and dislike, what is fair and unfair, and what is right and wrong
  - how to set simple goals (SEAL Day 3)
  - Preparing to play an active role as citizens
  - take part in discussions with one other person and the whole class
  - agree and follow rules for their group and classroom, and understand how rules help them (SEAL Day 1)
  - realise that people and other living things have needs, and that they have responsibilities to meet them
  - that they belong to various groups and communities, such as family and school (SEAL Day 1)
  - Developing a healthy, safer lifestyle
  - maintain personal hygiene
  - about the process of growing from young to old and how people's needs change
  - the names of the main parts of the body
  - rules for and ways of keeping safe, including basic road safety, and about people who can help them to stay safe
  - Developing good relationships and respecting the differences between people
  - Listen to other people, and play and work cooperatively (SEAL Day 2)
  - that family and friends should care for each other (SEAL Day 5)

- To know rules for and ways of keeping safe on the roads.

## **Computing**

Pupils will be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- use logical reasoning to predict the behaviour of simple programs
- create and debug simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

### We Are Treasure Hunters

- Using programmable toys
- understand that a programmable toy can be controlled by inputting a sequence of instructions.
- develop and record sequences of instructions as an algorithm.
- program the toy to follow their algorithm
- debug their programs.
- predict how their programs will work

### We Are TV Chefs

- Filming the steps of a recipe
- break down a process into clear, simple steps, as an algorithm.
- use different features of a video camera.
- use a video camera to capture moving images.
- develop collaboration skills.
- discuss their work and think about how it could be improved.

### We Are Painters

- Illustrating an eBook
- use the web safely to find ideas for an illustration.

- select and use appropriate painting tools to create and changes images on the computer.
- understand how this use of ICT differs from using paint and paper.
- create an illustration for a particular purpose.
- save, retrieve and change their work.
- reflect on their work and act on feedback received.

#### We Are Collectors

- Finding images using the web
- find and use pictures on the web.
- know what to do if they encounter pictures that cause concern.
- group images on the basis of a binary (yes/no) question.
- organise images into more than two groups according to clear rules.
- sort (order) images according to some criteria.
- ask and answer binary (yes/no) questions about their images.

#### We Are Storytellers

- Producing a talking book
- use sound recording equipment to record sounds.
- develop skills in saving and storing sounds on the computer.
- develop collaboration skills as they work together in a group.
- understand how a talking book differs from a paper-based book.
- talk about and reflect on their use of ICT.
- share recordings with an audience.

#### We Are Celebrating

- Creating a card digitally
- develop basic keyboard skills, though typing and formatting text.
- develop basic mouse skills.
- use the web to find and select images.
- develop skills in storing and retrieving files.
- develop skills in combing text and images.
- discuss their work and think about whether it could be improved.

## **Design and Technology**

Pupils will be taught to:

### Design

- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- design purposeful, functional, appealing products for themselves and other users based on design criteria
- Make
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders] in their products
- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

## **Geography**

Pupils will be taught to:

### Place Knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- Human and Physical Geography
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, mountain, sea, ocean, river, soil,
- key human features, including: city, town, village, house and shop
- Geographical skills and fieldwork

- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

## **History**

Pupils will be taught to:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Begin to ask and answer questions about the past from simple observation.

## **Music**

Pupils will be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- experiment with, create, select and combine sounds using the inter-related dimensions of music

## **Physical Education**

Pupils will be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

## **Religious Education**

Christianity

- Learning About Believing
- How do Christians believe they should treat other people?
- How do Christians show the Bible is important/sacred.
- Why is the Bible/Biblical stories important/sacred to Christians?
- What stories did Jesus tell and why did he tell them?

### Ways of Living

- How do people belong to the Christian community?
- How do Christians use their places of worship?

### Sharing Faith

- How and why do Christians celebrate important times in the life of Jesus?
- How and why do Christians celebrate Harvest?

### Judaism

- Learning About Believing
- What special texts are used in a synagogue?
- Why is the Torah special for Jewish people
- How do they show it is special/sacred?

### Ways of Believing

- How do Jews use their synagogues?
- What does a rabbi do?

### Sharing Faith

- What special times do Jews celebrate?